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ABSTRACT

The Ardmore, Oklahoma, School District developed the 3-year Pyramid Project to implement the following recommendations of the Sid W. Richardson Foundation Study of exemplary programs for high ability students: (1) broaden the process for assessing student abilities, (2) adopt continuous progress and appropriate pacing, (3) cultivate students' abilities in a wide range of programming options, and (4) seek cooperation among diverse agencies with an investment in assisting able learners. In addition to appropriate pacing, considered essential, the district will include such programs as the traditional Advance Placement Program, the newer International Baccalaureate, mentoring, internships, concurrent enrollment, and possible use of specialized schools for students who either are exceptionally gifted or have specialized interests and talents. Specific benefits expected to result from the project include models of various program options for serving able learners, management systems, trained staff, a broad-based support system, and positive student outcomes. The remainder of the report consists of the management plan, with objectives and methods; personnel requirements and job descriptions; a statement of program affiliations; and the annual budget. The appendixes contain a district profile and graphics of a sample staff development activity and of the Pyramid structure. (MLF)

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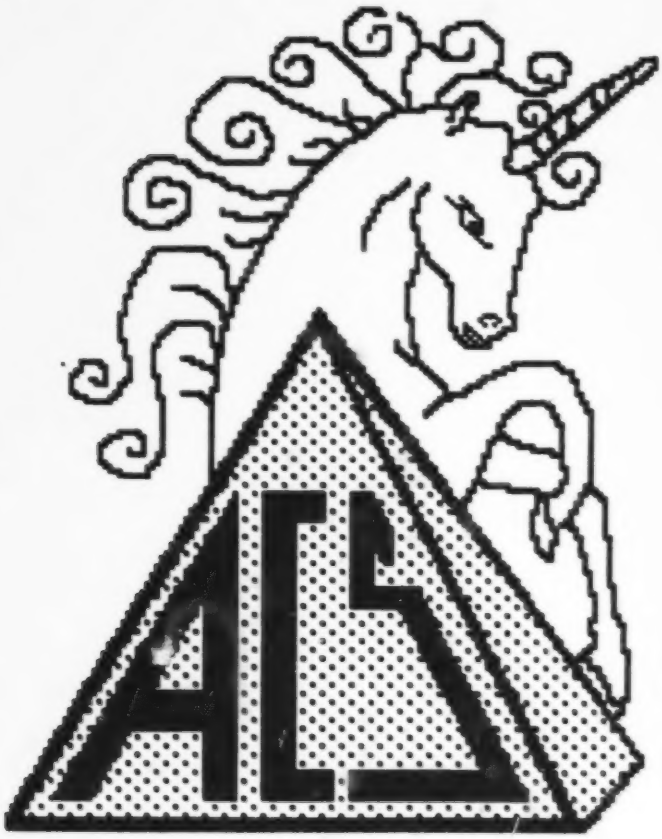
PYRAMID PROJECT



AN EXEMPLARY STAFF DEVELOPMENT PLAN

Submitted by

THE ARDMORE CITY SCHOOLS
ARDMORE, OKLAHOMA

EA 018 795

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SUMMARY

The Ardmore School District developed a three-year project to implement the recommendations of the Richardson Study.

A four-year national investigation of educational opportunities for able learners was conducted by the Sid W. Richardson Foundation in Fort Worth under the direction of June Cox. The Richardson Study examined a number of exemplary programs for high ability students throughout the country. Most programs are fragmented, it found, and few districts attempt a comprehensive, sequential plan for all of their able learners. The Richardson Study found no effort for able learners anywhere in the country of the magnitude we propose.

The recommendations of the Richardson Study include broadening the selection process beyond the testing procedures most often used to identify "gifted students." They encourage cultivation of intellectual gifts in a range of program options from independent activities in the regular classroom to specialized schools for students with truly exceptional learning abilities. They emphasize continuous progress, the individual advancement of students at whatever pace is most natural to them and provides the steadiest challenge.

The Pyramid Project will bring together the ten schools of the Ardmore School District to develop comprehensive, sequential programs for all able learners, based on these principles.

The Ardmore School District will serve as the project sponsor and fiscal agent. A coordinator will be employed by the school district for a period of three years and will work under the direct supervision of the Superintendent of Schools. The coordinator will work with a steering committee of parents, teachers and administrators as well as with representatives of universities.

The total cost of the project is $89,800 annually for a total of $269,400 for the three years. The Kerr Foundation and the Noble Foundation each funded one-half the cost of this project. Results will be desseminated widely to enable students of other school districts to benefit.

PROJECT NARRATIVE

Goal

The goal of this three year project is to implement the recommendations of the Richardson Study in the Ardmore, Oklahoma school district. One purpose is to enable the district to provide appropriate educational experiences for all its able learners. A second purpose is to provide a model that can be replicated with appropriate adaptations by other school districts nationwide and more specifically school districts in such states as Oklahoma, Arkansas, Colorado, Kansas, Missouri, New Mexico, and Texas which share many commonalities.

Rationale

Gifted students and other able learners are our most neglected students. Understimulated and infrequently challenged they often waste their abilities. The cost to society is great; the effect on individuals can be tragic. The Richardson Study found that where school districts offer special programs for able learners, the fragmented approach serves only 3-5% of the students, and those for only a limited time. A comprehensive plan is needed to serve able learners within the public school framework. The pyramid structure allows a district to meet the needs of the largest number of able students possible, in the most appropriate way.

Richardson Study Recommendations

The recommendations of the Richardson Study, which the Pyramid Project is designed to implement, will be presented in detail when the Study is published in January 1985. They can be summarized briefly here:

I. Broaden the process for assessing student abilities. This recommendation is implicit in our adoption of the term able learners, intended to take in a larger population than those customarily identified as "gifted" students.

   A. Recognize that there is no single intelligence.

   B. Use a wider range of testing strategies, including out-of-level testing.

   C. Avoid labels and arbitrary cutoffs. The goal here is to include all students who could benefit from enriched programming rather than to exclude those who are marginal.

   D. Where possible, allow the program to do the selecting.

II. Adopt continuous progress and appropriate pacing. The rate at which all students advance should be that which is most natural and offers the steadiest challenge.

   A. Include acceleration, allowing students to move ahead as they master content and skills.

   B. Include concurrent enrollment when it is appropriate.

III. Cultivate gifts in a wide range of programming options.

   A. The programming option should be comprehensive--across disciplines, across grade levels and across levels of intelligence.

   B. Programs should be sequential, carefully integrated and articulated throughout the system.

IV. Seek cooperation among diverse agencies with an investment in cultivating able learners.

   A. Include the private sector as a partner in education as, for example, in internships.

   B. Include cooperation between schools and colleges.

   C. Include cooperation between public school districts, private schools, and independent educational agencies.

Program Description

The Pyramid Project proposes to upgrade the quality of education for all of the district's able learners. It will provide appropriate instruction for all students daily, either in regular classrooms, in special classes, or in special schools.

Since this project deals with the Ardmore School District at this time, it is not anticipated that special schools will be a viable alternative; however, it is conceivable that some students within the Ardmore School District could be recommended for attendance at special schools or when this project is applied to other school districts, that special schools might develop as the population of the study increases.

This comprehensive approach will meet the needs of talented youngsters, K-12, in all content areas and at all levels of ability, from the above average to the highly gifted. No children will be excluded from any provision that meets their needs.

Basic to the Pyramid concept is the premise that students should move ahead as they master content and skills. This means that the district may accelerate the educational process for bright students either by moving students to higher grade levels in their areas of accomplishment or by bringing the advanced material down to the students. If this provision is made from kindergarten through the twelfth grade, the needs of many able learners can be met in the regular program.

While breaking the age-in-grade lockstep will meet the needs of large numbers of able learners (represented by the broad base of the Pyramid), a smaller number (represented by the mid-section of the Pyramid) will require special classes. In large districts, special schools will serve an even smaller proportion of its students (represented by the top of the Pyramid) who either are exceptionally gifted or have specialized interests and talents.

Program options for special classes and schools will be selected primarily from those reported on in the Richardson Study. In addition to appropriate pacing, considered essential, the Ardmore School District will include such programs as the traditional Advanced Placement Program, the newer International Baccalaureate, mentoring, internships, concurrent enrollment, and possible use of specialized schools. The Richardson Study articles reporting on the various options include examples of schools practicing them.

The Ardmore School District has developed a three-year plan determining where it wants to be at the end of the three years and what efforts are necessary in the intervening years to accomplish the task. To achieve those ends will require training teachers and administrators to offer the wide range of programming options.

Consultants will be employed as required by the districts. The three-year period of intensive staff development for the district will enable us to continue our program at a high level of excellence after the completion of the project.

Some of the staff development activities will be conducted during the summer. Others will occur during the academic year. All will be designed to meet specific needs of the Ardmore School District and will be carefully evaluated. The project will work closely with area universities which will be selected because of their demonstrated commitment to the education of gifted elementary and secondary students.

Expected Benefits

The benefits to individual students, to the Ardmore School District, and to education in general will be considerable. The Ardmore School District will provide carefully planned programming for its students; thereby, offering the finest education possible for all students.

It is anticipated that this project will attract immediate statewide attention and will attract the attention of other states in the region as the project develops and demonstrates how districts can expand educational opportunities for all students.

Specific benefits resulting from the project:

Models of various program options for serving able learners, field-tested in settings that differ in terms of size of the school as well as age and grade of students served.

Management systems to assist with student diagnostic assessment, tracking of progress, scheduling, retrieval and matching of materials, and evaluation.

Trained staff who can train other personnel in the philosophy and methods for planning, implementing, and evaluating comprehensive programs for able learners that are based on appropriate placement and pacing.

A broad based support system and commitment for individual student and program success, including the school, home, university, and business community.

Student outcomes that include increases in achievement of basic skills and higher level processes as well as improved attitudes toward self and toward education.

The leadership provided by the Ardmore School District, coupled with the expertise of the Gifted Students Institute, offers a structure that is both generalizable and cost-effective. At the conclusion of the three years, the districts will have sufficient training, experience, and materials to proceed without support from the Foundations and the Gifted Students Institute. The Ardmore School District will be available to disseminate the Pyramid model to other schools wanting to provide more comprehensive programs for their able learners.

MANAGEMENT PLAN

Objectives	Methods
January - July, 1985	
To determine the initial status of the district regarding the implementation of the Pyramid Project and its degree of readiness to serve able students with comprehensive programming based on appropriate placement and pacing.	Analyze carefully the Richardson Study, its recommendations and the program options presented. Review policies and procedures of the district.
	Conduct needs assessment for planning staff development. Determine key individuals/groups to be trained as master trainers.
	Collect baseline data for answering evaluation questions.
	Train personnel in test score interpretation, out-of-level testing, and diagnosis/assessment of needs of able students.
	Refine the districts' three-year plan for serving able students, K-12, in all subject areas, by end of third year.
	Develop record-keeping procedures to facilitate assessment, placement, instruction, pacing and evaluation.
August 1985 - Ongoing	
To install comprehensive programs for able students which allow for appropriate placement and pacing.	Assess student abilities and degree of previous learning to determine present level of performance and implications for pacing.
	Provide administrative arrangements to accomodate instructional groups with similar needs.
	Conduct staff development activities that enable teachers and administrators to select, adopt, implement, and evaluate program options.

Objectives	Methods
	Develop the concept of shared staff accountability for student and program success through team planning.
	Implement program options in a sequence thoughtfully designed to achieve the district's goals.
	Develop/select/correlate materials to support State requirements. Track student progress toward mastery of elements.
	Utilize a campus team of volunteers composed of principal, staff, parents, and students (at secondary levels) to interpret and build support for the program.
	Utilize a community team of volunteers composed of business, industry, university, and advocacy groups to provide resources (primary and secondary sources) to program.
To evaluate the project using both process and product evaluation techniques.	Collect and store student data for assessment, diagnosis, and evaluation purposes.
	Provide opportunities for graduate students to conduct research studies related to the project's objectives.
	Publish progress reports documenting accomplishment of both process and product objectives at end of year two and three.
	Publish mid-term and final reports at end of years two and three. Include with final report a transportable model which can be replicated in other districts.

Objectives	Methods
<u>After Three Years</u>	
To disseminate the Pyramid Project Model to schools in other locations.	Provide consultative services to school districts related to planning, implementing, and evaluating the Pyramid Model. Disseminate materials which will facilitate implementation of the model. Invite individuals to visit the district to see the Pyramid Project in operation.

Pyramid Project Personnel:

Because of the amount of time which will be devoted to this project, the Ardmore School District employed a full time person to coordinate the activities in the ten schools of the district. One clerical person was hired to assist the coordinator. The coordinator of the Pyramid Project is also the director of Staff Development to facilitate coordination of the program.

Resource Specialist will be utilized at each grade division (K-5, 6-8, 9-12) to assist classroom teachers as a resource person for the able learners. The role of the resource specialist is to initiate, maintain, and facilitate special instructional programs, supportive services, unique educational materials learning settings, and other educational services which differentiate, supplement and support the gifted/able students in grades K-12.

Facilitators for each building K-8 shall disseminate information and provide assistance to teacher and student at the building level. The number of facilitators at each building is determined by pupil enrollment. The duties of the facilitator shall include communicating the program to the parents and community and assist in preparing learning centers for classroom enrichment and providing staff development at the building level.

PERSONNEL

Specific personnel requirements include:

Full Time	Part Time
Project Coordinator Secretary	Educational Consultants and Evaluators

The following chart outlines the specific positions, their respective responsibilities to the project, and their time commitment.

Personnel	Responsibility	Time Commitment
District Steering Committee	-Collect initial data and develop plan for Pyramid Project proposal -Attend regularly scheduled meetings -Serve as contact persons, liaisons to Board of Education and other staff and Community members -Review all progress and evaluation reports resulting from the project -Disseminate information about project to outside sources -Make recommendations for project modifications	As scheduled over the duration of the project
Coordinator	-Manage & administer all aspects of the project -Monitor quality of all products and services -Coordinate project activities -Develop a detailed annual management plan of project activities with timelines & expected accomplishments -Manage personnel and fiscal affairs in conjunction with the Superintendent of Schools and the business office -File all progress & evaluation reports -Communicate with funding agencies, committee and outside resources, including professional organizations -Conduct needs assessment for planning staff development activities -Recommend consultants to provide technical assistance as needed -Promote the concept of shared accountability for student and program success -Provide opportunities for graduate students to conduct research -Develop a plan for disseminating Pyramid Model to other school districts	Full time over the duration of the project

Personnel	Responsibilities	Time Commitment
Secretary	-Production of all project materials -Data entry to management system for project evaluation/accountability purposes -Maintain accurate records of project activities -Handle all correspondence related to project activities -Establish, update, and maintain mailing lists of individuals/agencies to whom project information should be released -Edit and publish quarterly newsletter regarding Pyramid Project -Produce articles, papers, packets, video and slide tape presentations materials suitable for dissemination -Disseminate information to news media regarding project activities with appropriate credit to funding agencies -Seek opportunities for media exposure of the Pyramid Project	Full Time over duration of project
Local School District Personnel (no cost to the project)	-Review philosophy, definitions, job descriptions policies, and procedures regarding placement and pacing of able students -Modify/develop policy statements as needed -Designate personnel to be trained as master trainers -Respond to needs assessment for staff development purposes -Provide data to answer evaluation questions -Write a plan for serving able students which articulates services K-12, all subject areas, by end of third year -Be committed to the successful implementation of the Pyramid Project -Be willing to serve as a demonstration school site after the completion of the project -Maintain personnel and fiscal records -Direct production of materials for project -Maintain project calendar, schedules, and arrange all project activities/travel -Facilitate communication/requests among Pyramid staff, school districts, and outside resources	Ongoing

Personnel	Responsibilities	Time Commitment
Educational Consultant and Evaluators	-Plan and conduct staff development activities for school district -Provide direct assistance to local personnel regarding implementation of various options for serving able learners -Train local personnel in management and leadership techniques for implementing Pyramid Model -Design computerized management systems for storing and retrieving information critical for the concept of appropriate placement and pacing -Develop/select/correlate materials to support State requirements -Provide technical assistance to coordinate the differentiated curriculum for able students with the regular curriculum -Solicit resources outside the school systems to support the program (parents, community, business, universities, etc.) -Collect data to support the evaluation design, particularly the case studies -Produce articles and reports regarding the implementation of the project -Disseminate the results of the Pyramid Project -Organize college level courses in cooperation with district personnel to meet the needs of local staff -Facilitate enrollment of secondary students in college level courses -Provide mentorship/summer program arrangements for students -Provide resources for data collection and analysis, possibly identifying graduate students interested in action research studies -Train local staffs in data collection procedures, especially related to assessment (test selection and administration, out-of-level testing, interpretation of test scores) -Interpret and report baseline data -Identify needs for the data management system -Supervise administration of special measurement activities (higher level thinking skills, affective measure, achievement tests) -Train staff in conducting case studies -Develop table and narrative for all progress, mid-term and final report -Provide ongoing technical assistance to coordinator and staff	Hired on an as-needed basis approximately three days per month

ARDMORE CITY SCHOOLS

Job Description/Resource Specialist

ABLE LEARNERS PROGRAM:
QUALIFICATIONS & DUTIES

OFFICIAL TITLE	Resource Specialist of the Gifted/Able, Ardmore City Schools
QUALIFICATIONS	The teacher shall hold a valid elementary or secondary Oklahoma teaching certificate, participate in in-service and college training designed to train teaching personnel for gifted children, and have a desire to teach gifted children as prescribed in the Ardmore City Schools Gifted Program Plan, 1981 in compliance with Oklahoma State Statute 70-1210.301-307.
LINE OF AUTHORITY	The immediate supervisor for the resource specialist of the gifted/able is the Pyramid Project coordinator. The resource specialist must also plan with the building principals to which they are assigned.
JOB GOAL	The goal of the resource specialist shall be to initiate, maintain and facilitate special instructional programs, supportive services, unique educational materials, learning settings, and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of identified gifted/able children in grades K-12 in the Ardmore City Schools. The resource specialist shall also serve as a member of the identification and placement team.
DUTIES	The duties of the resource specialist of the gifted/able shall include the following:

1. Serve as building resource person to suggest instructional techniques, schedule field trips, arrange for lay consultants, and ready students for academic contest.

2. Provide instructional continuity between elementary schools, sixth grade center, middle school, and high school by developing curriculum for gifted/able students and planning jointly with other resource teachers.

3. Maintain, with assistance of the building Pyramid Project facilitator, communication with parents.

4. Keep accurate records on the program and student progress.

5. Work under the direction of the principal, while implementing the program in his/her building and under the direction of the Pyramid Project Coordinator in the overall coordination of the program.

RESOURCE SPECIALIST

JOB DESCRIPTION CONTINUED..

DUTIES

6. Suggest special activities which parents can and should do with their children

7. Prepare and demonstrate learning centers for classroom enrichment, using differentiated curriculum for the gifted students (K-8)

8. Assist pyramid program facilitators to execute their duties

9. Provide staff development as to the best use of differentiated curriculum materials for classroom instruction and enrichment in each building.

10. Order appropriate instructional materials; prepare and submit an annual budget.

Secondary Resource Specialist:

11. Coordinate the mentor and internship programs, concurrent enrollment, advance placement, and International Baccalaureate program.

12. Responsible for planning and implementation of a minimum of one seminar a year.

13. Instruct in the classrooms in the form of "mini lessons," including such skills as Critical Reading, SQ3R (Survey Questions Read,Recall,Review), research writing, creative writing, decision making these "mini lessons" are provided upon request and planned with the classroom teacher.

14. Serves as a resource person to the gifted/able students. These services include locating and providing enrichment materials and community resource persons.

15. Provides information about summer programs for the gifted/able.

ARDMORE CITY SCHOOLS

JOB DESCRIPTION/FACILITATOR

ABLE LEARNERS PROGRAM:
QUALIFICATIONS & DUTIES

OFFICIAL TITLE	Pyramid Program Facilitator for grades K-8 in Ardmore City Schools.
QUALIFICATIONS	The teacher shall hold a valid elementary or secondary (Grades 7-8) Oklahoma teaching certificate, participate in in-service and college training designed to train teaching personnel for gifted children and have a desire to teach gifted children as prescribed in the Ardmore City Schools Gifted Program Plan, 1981, in compliance with Oklahoma State Statute 70-1210.301-307.
LINE OF AUTHORITY	The immediate supervisor for Pyramid Program Facilitator is the Building Principal where the facilitator is assigned. The facilitator must also plan with the Pyramid Project Coordinator and Resource Specialist.
JOB GOAL	The goal of the Pyramid Project Facilitator shall be to initiate, maintain and facilitate special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement, and support the regular educational program in meeting the needs of able learners in grades K-8 in the Ardmore City Schools. The facilitator shall also serve as a building resource person for working with able learners.
DUTIES	The duties of the Pyramid Project Facilitator shall include the following:

1. Communicate the program to the parents and community.
2. Serve on building screening/selection committees.
3. Provide a differentiated program for selected students, i.e., adjusting regular curricular activities to be at higher levels of cognition; assuring that the student is able to progress at his/her own pace in the district's curriculum continuums; adapting learning schedules to allow for intensive study; planning with other team members regarding activities for students.
4. Attend extensive staff development activities for implementing the pyramid project concept the first 3 years.
5. Assist Resource Specialist to prepare students and opportunities for academic contests, i.e., science fair.

FACILITATORS
JOB DESCRIPTION CONTINUED....

DUTIES

6. Work cooperatively with the program Resource Specialist and Coordinator.

7. Attend monthly district planning meetings for meeting the needs of able students.

8. Provide staff development for building grade level faculty as to the use of enrichment materials and learning centers.

9. Assist in preparing learning centers for classroom enrichment to be used by all grade level teachers.

Program Affiliations

To meet staff development needs, the Ardmore School District has purchased an affiliation with the Gifted Students Institute in Fort Worth, Texas. The Gifted Students Institute is also currently working with four school districts in Texas to implement the recommendations of the Richardson Study.

The Gifted Students Institute, a non-profit educational organization, was chartered in 1972. The purpose of the institute is to improve educational opportunities of gifted and talented students of all ages. Its objectives are:

> Increase public awareness of the potential and of the needs of gifted students
>
> Develop and help school districts implement exemplary programs for gifted and talented students
>
> Offer direct services to families with gifted students
>
> Help improve the education of teachers and administrators in the area of gifted and talented
>
> Conduct research concerning the identification and cultivation of gift iness.

The Institute has actively promoted a statewide awareness of the potential and needs of gifted and talented youngsters. It has a major leadership role in the establishing the Texas Association for the Gifted and Talented.

Institute sponsored conferences and workshops have provided information to large numbers of area parents, teachers, and administrators.

One of the most rewarding efforts in recent years has been staff development contracts with area schools. Working with a few districts on a sustained basis provides the instruction and opportunity to operate as an effective change agent.

Close cooperation with the Higher Education Center will be maintained. East Central State University will offer courses to meet specific needs of our program. Dr. Ray Stout, Graduate Dean, has agreed to work closely with the Pyramid Project by scheduling classes whenever possible at the Ardmore Higher Education Center. Two classes scheduled for the fall semester are "Working with the Gifted in the Classroom" and Counseling with the Gifted".

Dr. Elsom, Dean Applied Behavioral Sciences, Oklahoma State University, Stillwater, will provide extension courses to assist with implementation of our program and teacher training.

ANNUAL BUDGET

Staff		
Project Coordinator	$28,000	
Secretary	$12,000	
TOTAL		$40,000
Support Service		
F.I.C.A. and Insurance	$ 4,800	
Printing, Postage	$ 6,000	
Supplies and Materials	$ 3,000	
Staff Travel	$ 6,000	
TOTAL		$19,800
Staff Development		
Consultants, substitutes teachers, stipends, tuition	$30,000	
TOTAL		$30,000
GRAND TOTAL		$89,800

The figures above do not reflect the in-kind contributions by the Ardmore School District, including administrative staff time, use of facilities, office space, some supplies, telephone usage, office equipment and furniture, and utilities.

The Ardmore School District will share in the expenses of teacher time for staff development and the paying of substitute teachers.

No staff member of the Ardmore School District will be paid for time used during the regular working hours of the staff, but teachers may be paid for additional hours required.

APPENDICES

ARDMORE INDEPENDENT SCHOOL DISTRICT PROFILE

The Ardmore Independent School District serves students who reside within the city limits of Ardmore, Oklahoma and to some extent the rural area of northern Carter County. Approximately 3,800 students attend programs on ten campuses: One kindergarten center houses students in the Four-Year Old Program, all kindergarten children who are enrolled in the district, as well as, the multi-handicapped program which serves students from eleven different school districts located in Carter, Love, Jefferson and Johnston counties. The district includes six elementary schools (1-5), one sixth grade center, one middle school (7-8) and Ardmore High School (9-12).

Located within the school district is the Southern Oklahoma Area Vocational School and the Ardmore Higher Education Center which is located on the campus at Ardmore High School, allowing convenient opportunity for concurrent enrollment of high school seniors. A professional staff of 244 is employed by the school district.

The student population of the Ardmore School District is ethnically diverse with approximately 72% white, 16% black, 10% American Indian and 2% other. 60.39% of the 1984 graduates of Ardmore High School are enrolled in institutions of higher education compared to approximately 50% state-wide.

The Ardmore School District is looked to as a model in most programs ranging from excellent business management techniques to exemplary programs to meet the needs of all students. In January of 1984, the Ardmore Board of Education approved academic standards for the school district thought to be the highest academic standards for any public school district in Oklahoma and among the highest in the Nation.

The Ardmore School District's program for gifted/talented students was begun for high school students in 1977 and expanded to the middle school and the elementary schools in 1979 and 1980. The programs are classified as "pull-out" programs which are discussed in detail in the Richardson Study as probably the least effective, particularly in meeting the needs of all students.

As the Ardmore School District begins to implement the Pyramid Project, the following needs have been identified:

phasing out a full-day elementary pull-out program and phasing in classroom based campus programs at all schools;

providing staff development for faculty and administrative staff which lacks awareness and skills regarding continuous progress program for able learners;

providing for dual enrollments between elementary and middle schools, between middle and high schools, and between high schools and colleges;

instituting a program whereby the age-in-grade lock-step program can be eliminated;

providing additional program options such as the International Baccalaureate, mentoring, internship and improving on the existing program such as advanced placement and concurrent enrollment;

maximizing its efforts to identify and serve all gifted students.

SAMPLE

STAFF DEVELOPMENT ACTIVITY

Elementary

GOAL: To provide staff development which will address different levels of staff and community readiness to implement continuous progress (awareness, acceptance, involvement, and commitments).

NEEDS ASSESSMENT: From the results of surveys, questionnaires, and meetings of the district, it was determined that the district will need to implement activities unique to its needs.

ACTIVITIES	TARGET GROUP(S)	TIME LINE	COST	EVALUATION
1. The Pyramid Project steering committee and key district administrators will participate in a planning meeting with the main focus on "Continuous Progress."	Steering Committee and 2 or 3 key administrators and teachers from each school	January 1985 or sooner if possible	Cost for consultants and some substitute teachers	Staff development evaluation form
2. Administrators and staff will be given opportunities to visit districts that are implementing appropriate pacing.	Administrators and teachers	First six months of project	Travel and expenses	Complete program visitations evaluation form/checklist
3. Staff development meetings will be provided on the following topics: a. "What is Continuous Progress?" b. How to determine student needs for appropriate pacing c. The mechanics of making Continuous Progress really work d. Presentation of research on Continuous Progress e. Strategies, techniques, and resources for the classroom teacher in providing for students that are several grade levels ahead but remain in the classroom f. How to monitor student progress and adjust instruction	Parents Administrators Teachers	First year of project	Consultants, released time and substitutes	Staff development evaluation form

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